

~~S-E-C-R-E-T~~

OFFICE OF TRAINING

DIRECTIVE

COURSE: Instructor Training

SUBJECT: Lesson Planning HOURS: 7 plus

METHOD OF PRESENTATION: Lecture, demonstration, INSTRUCTOR:
Student presentations

OBJECTIVES OF INSTRUCTION: To acquaint students with all the steps necessary in constructing a lesson plan; to allow students to construct their own lesson plan from an assigned topic; to have students present orally their lesson plan before the group.

SUMMARY OF PRESENTATION:

25X1

916

SUBJECTS WITH WHICH COORDINATION IS REQUIRED

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REFERENCES: Lesson Planning; FM 21-5, pp. 99-105.

25 YEAR RE-REVIEW

REMARKS: Chart: Consider in you Estimate

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Instructor Training Course

Lesson Planning

<u>Title</u>	: Lesson Planning: Principles of preparation Student preparation Student presentation	<input type="checkbox"/>	430 minutes
<u>Objectives</u>	<ol style="list-style-type: none"> : 1. To acquaint students with all the steps necessary in constructing a lesson plan : 2. To allow students to construct their own lesson plan from an assigned topic : 3. To have students present orally their lesson plan before the group 		
<u>STAT</u>			
<u>References</u>	: <input type="checkbox"/> Lesson Planning; FM 21-5, pages 99-105		
<u>Personnel</u>	<p>: 1 assistant with the instructor used to help students construct a plan</p> <p>: 1 assistant, chief,instructor from the branch, and the instructor used to constructively evaluate the students' presentations.</p> <p>: 1 assistant to tape record all student presentations.</p>		
<u>Equipment and Materials</u>	<p>: Tape recorder, lapel microphone, and necessary tape to record student presentations</p>		
<u>Training Aids</u>	<p>: Chart "Consider in your Estimate" blackboard with preparation stage of lesson plan on "Pierce Wire Recorder" written out, Attachment A&B in "Lesson Planning."</p>		

I. Presentation

5

A. Introduction (Motivation)

1. The instructor must be able to plan for all factors involving the effective presentation of subject matter.
2. He will be better able to do this anticipatory thinking if definite steps of procedure are outlined for him to follow.

-2-

3. First hour will include steps necessary in planning a lesson. Two and one half hours will be spent in preparing a lesson. Five hours will be devoted to individual presentations which will be approximately 20 minutes per student.

B. Explanation

10 min.

1. Contents of a lesson plan

- a. Preparation
- b. Presentation
- c. Application
- d. Examination
- e. Discussion and/or critique

Note: Show chart "Consider in Your Estimate"

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2. Go over steps in "Estimate"

3. Go over steps necessary in Preparation using reference

Attachment A

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4. Using the blackboard with the written preparation on "Wire Recorder" explain its use.

5. Follow same procedure for remaining steps in lesson plan using Attachment A and P.

6. Preparing instruction in a logical sequence show example

II. Application

130

A. Preparation of lesson plan

1. In the following 2-1/2 hours students are to formulate a plan from an assigned topic.
2. Instructor and assistant to circulate about the room and render assistance to students wherever necessary.

B. Presentation of lesson by students

250

1. Students to have presentations recorded and played back at a convenient time the following week in the presence of an instructor.
2. Two students will be assigned to evaluate each student presentation.

-3-

3. Two instructors and the students' chief instructor will evaluate presentation.
4. Evaluators as well as the class, will orally express their findings after each presentation.
5. Completed evaluation sheets to be given to the student for study.

Total Time 40

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THE LESSON PLAN

Lesson planning has been deferred until the end of the course because the prospective instructor must have the total teaching situation in mind before he can begin his lesson plans. The preceding topics should convince the beginning instructor that there is more to teaching than knowing his subject, methods of instruction, and techniques of presentation. He must understand people and have a concern for their interests, problems, and needs. There are few situations in professional life comparable to the position of the instructor who is almost solely responsible for what goes on in his classroom or at his training site. To approach his responsibility without planning not only would indicate incompetence but also invite disaster.

There are instructors who do not make systematic lesson plans but they are not the superior instructors. Those who plan best, teach best. Instructors with many years of experience find that their planning can be on a longer range basis than for a beginning instructor. Their plans can be less formalized. But no experienced instructor makes the mistake of approaching a training session with no idea of what he is going to do during all phases of that session. This paper outlines a systematic approach to the preparation of instruction.

Purposes of the Lesson Plan.

1. The lesson plan guides the instructor in the selection of material and complete coverage of a subject. The instructor will be more careful of his selection and organization of instructional points when he writes them into a plan.
2. It aids the instructor in presenting his material in the sequence required for efficient learning. It makes certain that proper consideration will be given to each part of the lesson. The plan provides time control. (See Attachment A).
3. It provides an outline of the teaching methods and procedures to be used in the instruction. It will insure proper use of training aids.
4. It serves as a record for use in making examinations, relating each lesson to the course objectives, and determining the status of training of a class.
5. It gives confidence to the instructor. The lesson plan is his preparation insurance.
6. It refreshes the memory of the instructor and serves as a guide to organization and emphasis of the salient points of his instruction.

Preparation by the instructor is the first step in lesson planning.

1. Objectives.

This is actually the starting point for any planning activities by the instructor. The instructor must realize from the start what he expects to accomplish. The objectives should be specifically stated by the instructor in terms of the learning he hopes to develop rather than be stated in broad general statements.

Learning is more effective when the student is aware of what he is to learn and what is expected of him. This principle is applied by the instructor when he emphasizes the objective of the lesson in the introduction to his lesson and makes frequent reference to his purpose as he covers the main points of his unit. The objective of a lesson states what the student will do and how he will use the material presented rather than what the instructor will do. Stating objectives in terms of the exact procedures and information required for field use enhances their practical value for the student.

The instructor who reviews the units which have already been presented and ties them into his own instruction, showing how they will help the student, is applying this principle. The application of this principle provides the student with the opportunity to bring the details of instruction together so that he can see and do the complete assignment, thereby giving him a meaningful objective toward which he can direct his learning effort.

2. Unit of subject matter to be taught.

After the instructor has determined his objectives he should decide on the skills, knowledge, or techniques required for the successful performance of the task or the fulfillment of the instructional objective. Each teaching job should be analyzed to determine:

- a. Operations necessary to do the task.
- b. Knowledge required to do the task.

In order to make an analysis, divide a sheet of paper into two columns, listing all the operations on the left side and all knowledge required to do the job on the right side.

For purpose of illustration a simple example can be used.
Assume that the job selected is

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The analysis would be as in the following outline. Operations represent the manipulative steps necessary to complete a job. The detail to which the job is analyzed depends upon the complexity of skills involved in performing the operation. The knowledge column represents the technical and related information required by the student.

3. Motivation.

What factors of interest, personal experiences, or other background information would appeal, stimulate, and bring the group to take an active interest in the lesson to be presented? Can you show an immediate need? Active participation? These are some of the major questions the instructor should ask himself in formulating his motivation step of the lesson. The instructor must know as much as possible concerning the interests of his students. He may get attention through intensity and

novelty, but he must plan to hold that attention by some genuine interest or need. The instructor must maintain interest by constantly shifting attention from one phase to the next phase in the development of a series of operations. An exciting game holds the spectator's attention but for all this his attention is nimble, passing from one development to the next. He keeps pace with the game. A good instructor does not start a learner and then sit at a desk and let the learner alone but keeps "pumping" away at each new stage of learning with new interest-stimulating devices to motivate the learner.

Learning is interesting when the learner feels that he is getting something worthwhile. Even severe effort is pleasant, granted that something significant comes out of it. Therefore, teaching projects or problems which are simply exercises do not have the same value as projects which are real jobs and are a part of actual operational procedure. The good instructor will, therefore, use "live" problems or situations wherever possible as an important interest and motivation factor. The instructor should see the job he is teaching through the eyes of the learner.

4. The order and method of presentation of the subject matter.

Another important step in planning is the selection and organization of subject matter for the lesson. The best criterion is that the order "makes sense" from the learner's point of view.

This requires a full understanding not only of the subject matter but also of the level of the students' knowledge and abilities in the subject. This instructional order of materials frequently differs from the order in which they will be used later by the learner. This indicates that a sequence of materials arranged in order of difficulty may not constitute the best instructional organization of that material, as the student often will not see the reason for, or make immediate use of, what he learns.

General principles of arranging new ideas or procedures for instructional purposes are:

- a. Arrange the material so that the student will see the necessity for each step in the instruction as it occurs; that is, plan the sequence so that the materials have meaning from the point of view of the student.
- b. Start with material with which the student is familiar and proceed to that which is new, that is, work from the known to the "unknown".

c. Proceed from the simple to the complex whenever this is the only sequence of use of the materials, if this instructional sequence does not violate the principles in (a) and (b) above.

5. Visual and other teaching aids to be used.

In light of the training objectives, consider the requirements for, and availability of training aids, equipment, training areas, and facilities. Frequently the instructor will have to improvise. Thus the importance of early planning. Illustration and demonstration equipment is seldom available at all times in any training situation. One way to avoid delay in securing such equipment and to increase efficiency of the teaching job is to plan far enough in advance for all equipment and teaching devices.

The following condensed planning form is suggested here as a possible form for use in securing and scheduling teaching devices and supplies.

PLANNING FORM FOR TEACHING DEVICES AND SUPPLIES

Lesson No.	What is needed	Date needed	Where it may be had	Check when arrangements are completed

6. State of training.

In considering this factor the instructor checks the outline of his own course and other courses completed by the students to determine their previous training. In more advanced training it becomes necessary for the instructor to consider previous assignments and experiences of his students. With this information he can better tie in his instruction with other phases of the training program. It enables him to plan an effective approach to his subject - one which will meet the specific needs and background of the students.

The instructor can explain many new things by giving illustrations drawn from the past experiences of the student and showing these past experiences to the new material. The new

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material to be taught is explained by comparing it with something with which the student is already acquainted. [redacted]

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The task of the instructor becomes one of explaining new facts, information, principles, theories, and the like, in terms of everyday things with which the students are familiar. The instructor who describes carburetion as the "atomization of combustible material to facilitate combustion of ingredients" may be entirely correct but very few students will get the full meaning from this explanation. The subject matter must be explained by using illustrations and words which the students understand.

Since all students have not had the same past experiences and do not attach exactly the same meanings to words which are used, no two students can be expected to place exactly the same interpretation on complicated phases of a subject unless good instruction prevails. This means that the instructor must carefully select illustrations and spend great time, effort, and ingenuity in other ways in order that his students will get the desired meanings. In the early stages of training the instructor will have to draw his illustrations from experiences common to all students in the group. As the training advances more and more illustrations should be drawn from the experiences of the beginning phases of the training program.

Consideration of these factors which constitute the training situation establish in general the pattern of the lesson plan for the instructor. Within these capabilities the instructor develops a plan for presentation and student participation which will achieve the objectives of the lesson.

7. Planning for field trips.

Whatever equipment for demonstration and practice is available, it will be advantageous to the students to be taken into the field for the purpose of inspecting something that has been done or watching something that is being done. If these trips are to be of maximum value to the trainee, they must be scheduled and planned so that each trip may be made as closely as possible to the lesson which most nearly ties up with the work that is to be witnessed on the trip.

Presentation.

The second stage of a lesson plan is presentation. This is the actual presentation of the teaching material to the students. It consists of two major steps: the introduction and the explanation and/or demonstration.

1. Introduction.

In the introduction, the trainees are prepared for the new material which is to be presented. They are told what they are to learn, why they are to learn, and the proficiency they are expected to attain. The instructor also outlines exactly what is to be done during the lesson so that the students will know how the lesson will be conducted.

2. Explanation and/or Demonstration.

At this time the instructor presents the new material to the students. This may be accomplished by a brief lecture, a directed discussion, demonstration, or other suitable method of instruction. It may be accomplished by a combination of two or more of these methods. Whenever possible in this presentation stage, the instructor not only tells, but shows--that is, demonstrates how things are done--so as to prepare the students for the correct application of knowledge and skills in field activities.

Application.

In this stage the students are given the opportunity to do. The capable instructor will have his students apply the principles and procedures learned in each lesson as quickly after his explanation or demonstration as possible. This application is one of the ways a good instructor makes a difficult subject seem simple. Under his supervision his students, as individuals or as teams, should apply what they have learned, thereby proving to themselves as well as to the instructor their mastery or understanding of the subject matter. Field instruction provides many opportunities for both individual and team performance. During the applicatory phase the instructor continues his teaching and begins to test his students. The applicatory phase may be delayed until later lessons.

Examination.

In this step the instructor checks on the student's understanding of the materials taught. The instructor can be certain that the students have mastered the essentials only after he has checked their ability to perform without assistance. In testing he faces the problem of what to measure and how to measure. A number of different testing techniques should be used to evaluate student progress. This phase may not be separate from the applicatory step--if full testing can be done during that step.

Discussion and Critique.

This is the final stage of instruction and always follows the application or the examination. Here the instructor reviews the knowledge, skills, techniques, or appreciations acquired in the instruction and the progress made by the individual or group. Its functions are to give a complete picture of what has been taught and to clarify any phases of the instruction which are not entirely understood. The term critique is usually restricted to the review given after an applicatory exercise. The critique provides an opportunity to correct wrong learning, to emphasize the objective of the instruction, and to relate what was learned in one lesson to the other instruction of the subject or course.

Using the Lesson Plan.

1. The lesson plan is a guide; It is the instructor's outline for conducting his class. Students are quick to appreciate that the instructor has given the same attention to his teaching that he expects them to give to their learning.
2. The lesson plan is not a crutch. The instructor will seldom hold the plan in his hand but he will have it available at all times for quick reference.
3. The lesson plan is not a substitute for thinking. The instructor should master each step thoroughly before using it. The lesson plan is a skeleton which the instructor should fill out with as many relevant examples, illustrations, and practical applications as possible.
4. Lesson plans should be adapted to the class. If an instructor finds, in presenting a lesson, that the suggested procedures are not leading to the desired results, he should feel free to change his approach. No matter how carefully the lesson has been planned it is impossible to anticipate with complete certainty, the reactions of different classes. A lesson should be planned flexibly so that variations in procedure can be made if necessary. The instructor should be guided by the learning of the students rather than by the rigid execution of procedures outlined in the plan.
5. No lesson plan is static. It will need constant revision. No two teaching situations are identical, and the instructor who repeatedly uses the same plan without revising it according to his experiences will find that his teaching efficiency is lowered. In cases where lesson plans are reproduced by the unit in printed or mimeographed forms, the instructor should not hesitate to make notes in the plan to adapt the plan to the class.

6. Lesson plans should be kept for future use in revising and improving instruction. The unit which keeps a complete file of lesson plans will find that instruction will become progressively better. The making of plans will be facilitated and instructors will have more time for other essential elements of preparation. If the unit needs to develop a testing program the lesson plans on file will form a basis for the construction of tests.

Rehersal of the Lesson Plan.

1. Desirable elements. In his rehearsal the instructor presents the lesson as completely as possible without the students present. If possible, the lesson should be rehearsed in a realistic situation. Rehearsals are usually necessary if the instructor uses assistants and/or extensive training aids, or conducts a demonstration.

2. The following are elements of a desirable situation for the rehearsal:

a. Physical setup should be as near as possible to that of the actual situation.

b. Assistant instructors should be present and rehearse their duties as they are expected to perform them during the actual lesson.

c. Other interested persons should be present. They can provide constructive criticism.

Final Check.

The instructor should provide himself and his assistants with sufficient time just before the instruction is to be given to get everything in readiness for the lesson. A check of these items should be made:

1. Is the necessary equipment on hand?
2. Are tables, chairs, benches, equipment, ventilation, lighting, etc. properly arranged?
3. Are all instructional materials for students' use at hand? (Reference materials, mimeographed materials, manuals, assignment sheets, work sheets, tests, etc.).
4. Are all assistants present and do they understand their duties?
5. Have all the training aids been procured?
6. Does the instructor have his plan or notes for use during the lesson?

ATTACHMENT A

POSSIBLE SUBDIVISIONS OF A LESSON PLAN

Outline for Lesson Plan

I. PREPARATION

<u>Title:</u>	Subject to be presented.
<u>Objectives:</u>	What is to be achieved in this lesson?
<u>Type:</u>	Which methods will be used? Lecture, conference, etc.
<u>Time Required:</u>	Length of this lesson.
<u>Classes Presented to:</u>	Trainees to receive instruction.
<u>Tools, Equipment and Materials:</u>	Items needed by instructor for trainees in class.
<u>Personnel:</u>	Assistants needed.
<u>Training Aids:</u>	Training aids to be used during lesson.
<u>References:</u>	Where is the subject matter for this lesson found?
<u>Study Assignments:</u>	What should trainee study before coming to class?
<u>Students' Uniform and Equipment:</u>	What should trainee bring to class and how should he dress?
<u>Transportation Requirements:</u>	Will transportation be needed?

II. PRESENTATION

<u>Introduction (Motivation)</u>	State objectives; give the students reasons for learning this lesson. Why? What? How?
<u>NOTE:</u>	If some special techniques is used to gain the attention of the class, such as demonstrations or skits, put it into your lesson plan as a NOTE.

Standards:

Tell the students the standard of performance to be required of them.

Explanation and/or Demonstration:

a. All main points of the presentation should be designated (1), (2), (3), etc.

b. When notes, training aids, questions, and other instructional procedures to supplement the lesson plan are used, they are included in the plan as follows:

Question:

What are the limitations

NOTE:

Use chart #540.

Illustration:

Draw net diagram on blackboard.

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Caution:

Example:

c. If a demonstration is used,

(1) Outline in proper order the steps of the procedure.

(2) Include in the outline:

(a) Questions to check understanding.
(b) Notes on use of equipment.
(c) Notes on safety precautions.

(3) Summary.

NOTE:

Summary should be used here if the unit included application and/or examination. When the lesson includes only presentation and discussion stages, use the summary in the discussion stage.

(a) Review main points.
(b) Re-emphasize important items and safety precautions.

III. APPLICATION

a. Outline in detail

(1) Directions to students.

(2) Arrangement of students, requirements and materials.

(3) General plan for conduct of practical work.

(4) Practical exercises.

b. Outline of instructor's activities.

(1) Supervision.

(2) Procedures to be followed.

(3) Safety precautions to be observed.

IV. EXAMINATION

a. Written tests.

b. Oral tests.

c. Observation of student's work.

NOTE: This step will be covered in applicatory phase.

V. DISCUSSION AND/OR CRITIQUE

a. Clarify points of difficulty which students may have had.

b. Summarize the lesson.

(1) Recap points covered.

(2) Outline main points in the plan.

c. Close with a strong statement.

NOTE: A lesson which does not contain application or examination stages will number only those stages employed and omit the others. In the case of a lecture (which employs only the Presentation stage) the main divisions will be:

1. INTRODUCTION; 2. EXPLANATION; 3. SUMMARY

ATTACHMENT B

SAMPLE OUTLINE FOR LESSON PLAN

INSTRUCTOR TRAINING COURSE

Title: _____ Time Required: _____

Objective (s): _____

References: _____

Training Aids: _____

Presentation: _____

Introduction (Motivation) _____ Time Required: _____

Explanation and/or Demonstration: _____ Time Required: _____

Application: _____ Time Required: _____

Examination: _____ Time Required: _____

Discussion and/or Critique _____ Time Required: _____

LESSON PLANNING APPLICATION -- Assignment #2

Each student is required to prepare a lesson plan. The topic will be assigned by the Chief Instructor of the respective branch. The plan should follow the format of the example given in the reading material, "Lesson Planning." A typed original and three copies of the plan must be submitted to the Chief, ITC. Each student will present his lesson to the class. The lesson will be _____ minutes with _____ minutes allotted for the students' and instructors' evaluations. The ITC staff will notify the Chief Instructor of the respective branch of the scheduled time for the student's presentation. The Chief Instructor will assist in the evaluation.

The purpose of this assignment is to:

1. Acquaint the student with the uses of lesson plans, construction and format of the lesson plan as it is used in this organization.
2. Give the student an opportunity to prepare a lesson plan.
3. Allow the student to present his plan before a group.
4. Evaluate other students and their lesson plans.
5. Give the student an opportunity to have others constructively evaluate his efforts for the purpose of improving his effectiveness before a group.
6. Recognize the assets and the shortcomings of student-instructors, so that the student will continue to improve as an instructor in his TR(S) assignment.

The four copies of the lesson plan will be distributed as follows:

Original copy	- ITC instructor
Copy 2	- Student evaluator
Copy 3	- Student evaluator
Copy 4	- To be retained by the student

A schedule will be posted on the blackboard giving the order and the time of the presentations, and the student-evaluators for the lessons.

The persons assigned to evaluate will:

1. Evaluate presentations following the same procedure as was used in the first assignment. A different evaluation form and a guide for its use will be provided for this purpose.
2. Comment before the class on the instructor's ability to follow the lesson plan.

Each instruction will be recorded with a playback at a scheduled time of the following week. At the time of playback the student will have the evaluation sheets. An instructor will be present to answer any questions which may arise.

Aids secured from the students' assigned branch may be used. Training Aids Branch cannot be utilized to prepare an aid for the lesson.

The technician who will make the recording will give a "three-minutes-to-go" warning sign to each student and will stop recording at the end of the allotted time.

An instructor will assist any student in the preparation of his instruction during the scheduled time for lesson planning.

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LESSON PLANNING

This topic of lesson planning has been deferred until the end of the course because the prospective instructor must have the total teaching situation in mind before he can begin his lesson plans. The preceding topics should convince the beginning instructor that there is a great deal more to teaching than knowing the subject matter. He must understand people and have a concern for their interests, problems, and needs. There are few situations in professional life comparable to the position of the instructor who is almost solely responsible for what goes on in his classroom or at his training site. To approach his responsibility without planning not only would indicate incompetence, but would invite disaster.

There may be instructors who do not make systematic lesson plans, but they are not the superior instructors. With few exceptions, those who plan best, teach best. Instructors with many years of experience find that their planning can be on a longer range basis than for a beginning instructor. Their plans can be less formalized. But no experienced instructor makes the mistake of approaching a training session with no idea of what he is going to do during all phases of that session.

1. Purposes of the lesson plan.

- a. It insures wise selection of material and complete coverage of a subject. It keeps the instructor pointed toward a goal. The instructor will be more careful of his selection and organization of instructional points when he writes them into a plan.
- b. It aids the instructor in presenting his material in the right sequence for efficient learning. It makes certain that proper consideration will be given to each part of the lesson. The plan provides time control. (See Attachment A.)
- c. It provides an outline of the teaching methods and procedures to be used in the instruction. It will insure proper use of training aids.
- d. It serves as a record for use in making examinations, in relating each lesson the course objectives, and in determining the state of training of a class.
- e. It gives confidence to the instructor. The lesson plan is his preparation insurance.
- f. It refreshes the memory of the instructor and serves as a guide to organization and emphasis of the salient points of his instructions.

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2. Steps in a lesson plan.

a. Preparation by the instructor is the first step in lesson planning.

(1) Objectives. This is actually the starting point for any planning activities by the instructor. The instructor must realize from the start just what he expects to accomplish. The objectives should be specifically stated by the instructor in terms of the learning he hopes to develop rather than in broad general statements. (See objectives for this lesson on Attachment C.)

Learning is more effective when the student is aware of what he is to learn and what is expected of him. This principle is applied by the instructor when he emphasizes the objective of the lesson in the introduction to his lesson and makes frequent reference to his purpose as he covers the main points of his unit. The objective of a lesson states what the student will do and how he will use the material presented rather than what the instructor will do. Stating objectives in terms of the exact procedures and information required for field use enhances their practical value for the trainee.

The principle of objective is also applied when the instructor presents each unit of the lesson (or course) as a part of the whole. The instructor of a class should be thinking in terms of training his students to do their jobs; he should think of and interpret his subject in terms of their needs.

The instructor who reviews the units which have already been presented and ties them into his own instruction, showing how they will help the trainee, is applying the principle of the objective. The application of this principle provides the trainee with the opportunity to bring the details of instruction together so that he can see and do the complete job, thereby giving him a meaningful objective toward which he can direct his learning effort.

(2) Unit of subject matter to be taught. After the instructor has determined his objectives, he should then decide upon the skills, knowledge, or techniques required for the successful performance of the task or the fulfillment of the instructional objective. An instructor should make any effort that might be necessary to prepare a lesson in advance so that the material can be presented during the instruction period without waste of time to instructor or trainee. Each teaching job should be analyzed to determine:

- (a) The operations necessary to do the task.
- (b) The knowledge required to do the task.

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In order to make an analysis, divide a sheet of paper into two columns, listing all the operations on the left side and all knowledge required to do the job on the right side.

Assume, for example, that the job selected is

The analysis would be as in the following outline. The operations represent the manipulative steps necessary to complete a job. The detail to which the job is analyzed depends upon the complexity of skills involved in performing the operation. The knowledge column represents the technical and related information required by the trainee.

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(3) Motivation. What factors of interest, personal experiences, or other background information would appeal, stimulate, and bring the group to take an active interest in the lesson to be presented? Can you show an immediate need? Active participation? These are some of the major questions the instructor should be aware of in formulating his motivation step of the lesson. The

instructor must, first of all, know as much as possible concerning the interests of his trainees. He must get attention through intensity and novelty, but to hold that attention the appeal must be made to some genuine interest or need. The instructor must obtain sustained interest by constantly shifting attention from one phase to the next phase in the development of a series of operations. An exciting game holds the spectator's attention, but for all this his attention is nimble, passing from one development to the next. He keeps pace with the game. A good instructor does not start a learner and then sit at a desk and let the learner alone, but keeps "pumping" away at each new stage of learning with new attention-getting devices to motivate the learner.

To obtain continual attention, the instructor must eliminate anything which would lead to distractions, such as poor ventilation, poor lighting, unnecessary disruptions, unnecessary noises, trainees talking too much to each other, and congregating about a bench, machine, field piece, and so forth.

Learning is interesting when the learner feels that he is getting something worthwhile. Effort, even severe effort, is pleasant, granted that something significant comes out of it; therefore, teaching projects or problems which are simply exercises do not have the same value as projects which are real jobs and are a part of actual operational procedure. The good instructor will, therefore, use "live" problems or situations wherever possible as an important interest and motivation factor. The instructor should see the job he is teaching through the eyes of the learner.

(4) The order and method of presentation of the subject matter.
Another important step in planning is the selection and organization of subject matter for the lesson. The best criterion in arranging materials in teaching sequence is that the order "makes sense" from the learner's point of view.

This requires a full understanding, not only of the subject matter, but also of the level of the students' knowledge and abilities in the subject. This instructional order of materials frequently differs from the order in which they will be used later by the learner. This indicates that a sequence of materials arranged in order of difficulty may not constitute the best instructional organization of that material, as the student often will not see the reason for or make immediate use of, what he learns.

General principles of arranging in sequence new ideas or procedures for instructional purposes are:

(a) Arrange the material so that the student will see the necessity for each step in the instruction as it occurs, that is, plan the sequence so that the materials have

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meaning from the point of view of the trainee.

- (b) Start with material with which the student is familiar and proceed to that which is new, that is, work from the known to the "unknown".
- (c) Proceed from the simple to the complex whenever this is the only sequence of use of the materials, if this instructional sequence does not violate the principles in (a) and (b) above.

(5) Visual and other teaching aids to be used. In light of the training objectives, consider the requirements for and availability of training aids, equipment, training areas, and facilities. Frequently, the instructor will have to improvise; then the importance of early planning is emphasized. Illustration and demonstration equipment is seldom available at all times in any training situation. One way to avoid delay in securing such equipment and to increase efficiency of the teaching job is to plan far enough in advance for all equipment and teaching devices, to make sure of having things ready for use when needed.

The following condensed planning form is suggested here as a possible form for use in securing and scheduling teaching devices and supplies.

PLANNING FORM FOR TEACHING DEVICES AND SUPPLIES

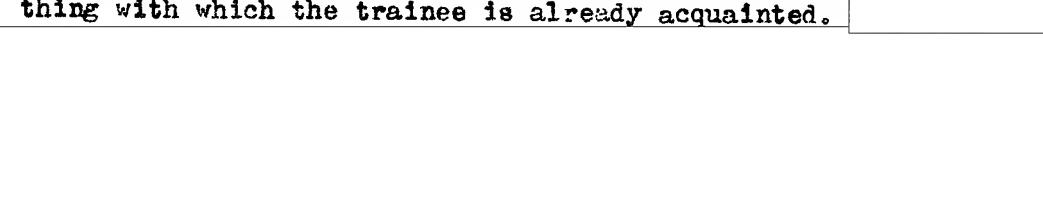
Lesson No.	What is needed	Date needed	Where it may be had	Check when arrangements are completed

(6) State of training. In considering this factor, the instructor checks the training schedules to determine what previous training the men have had. In more advanced training, it becomes necessary for the instructor to consider previous assignments and experiences of his men. With this information he can better tie in his own unit of instruction with other phases of the training program. It enables him to plan an effective approach to his subject - one which will meet the specific needs and background of the trainees.

STAT

The instructor can explain many new things by giving illustrations drawn from the past experiences of the trainee and relating these past experiences to the new material. The new material to be taught is explained by comparing it with something with which the trainee is already acquainted.

STAT



The job of the instructor becomes one of explaining new facts, information, principles, theories, and the like, in terms of everyday things with which the trainees are familiar. The instructor who describes carburetion as the "atomization of combustible material to facilitate combustion of ingredients" may be entirely correct, but very few students will get the full meaning from this explanation. The subject matter must be explained by using illustrations and words which the students understand.

Since all students have not had the same past experiences and do not attach exactly the same meanings to words which are used, no two students can be expected to place exactly the same interpretation on complicated phases of a subject unless good instruction prevails. This means that the instructor must carefully select illustrations and spend great time, effort, and ingenuity in other ways in order that his trainees will get the desired meanings. In the early stages of training the instructor will have to draw his illustrations from experiences common to all men in the group. As the training advances, more and more illustrations should be drawn from things experienced in the beginning phases of the training program.

(7) Planning for field trips. Whatever equipment for demonstration and practice is available, it will be advantageous to the trainees to be taken into the field for the purpose of inspecting something that has been done or watching something that is being done. If these trips are to be of maximum value to the trainee, they must be scheduled and planned so that each trip may be made as closely as possible to the lesson which most nearly ties up with the work that is to be witnessed on the trip.

b. Presentation. The second stage of a lesson plan is presentation. This is the actual presentation of the teaching material in the presence of the students. It consists of two major steps, the introduction and the explanation and/or demonstration.

(1) Introduction. In the introduction, the trainees are prepared for the new material which is to be presented. They are told what they are to learn, why they are to learn, and the proficiency they are expected to attain. The instructor also outlines exactly

what is to be done during the lesson so that the students will know how the lesson will be conducted.

(2) Explanation and/or Demonstration. At this time the instructor presents the new material to the students. This may be accomplished by a brief lecture, a directed discussion, demonstration, or other suitable method of instruction. It may be accomplished by a combination of two or more of these methods. Whenever possible in this presentation stage, the instructor not only tells, but shows--that is, demonstrates how things are done--so as to prepare the students for the correct application of knowledge and skills in field activities.

c. Application. In this stage the men are given the opportunity to DO; trainees learn most thoroughly by doing. The capable instructor will have his trainees apply the principles and procedures learned in each lesson as quickly after his explanation or demonstration as possible. This application is one of the ways a good instructor makes a difficult subject seem simple. Under his supervision his trainees, as individuals or as teams, should apply what they have learned, thereby proving to themselves as well as to the instructor their mastery of the subject matter. Field instruction provides many opportunities for both individual and team performance. During the applicatory phase the instructor continues his teaching and begins to test his students.

d. Examination. In this step the instructor checks on the student's mastery of the materials taught. The instructor can be certain that the students have mastered the essentials only after he has checked their ability to perform without assistance. In testing, he faces the problem of what to measure and how to measure. A number of different testing techniques should be used to evaluate student progress. This phase may not be separate from the applicatory step--if full testing can be done during that step.

e. Discussion and Critique. This is the final stage of instruction and always follows the application or the examination. Here the instructor reviews the knowledge, skills, techniques, or appreciations acquired in the instructional unit and the progress made by the individual or group. Its functions are to give a complete picture of what has been taught and to clarify any phases of the instruction which are not entirely understood. The term critique is usually restricted to the review given after an applicatory exercise. The critique provides an opportunity to correct wrong learning, to emphasize again the objective of the instruction, and to relate what was learned in one lesson to the other instruction of the subject or course.

3. Using the lesson plan.

- a. The lesson plan is a guide. It is the instructor's outline for conducting his class. Trainees are quick to appreciate that the instructor has given the same attention to his teaching that he expects them to give to their learning.
- b. The lesson plan is not a crutch. The instructor will seldom hold the plan

In his hand, but he will have it available at all times for quick reference.

The lesson plan is not a substitute for thinking. The instructor should master each step thoroughly before using it. The lesson plan is a skeleton which the instructor should fill out with as many relevant examples, illustrations, and practical applications as possible.

- a. Lesson plans should be adapted to the class. If an instructor finds, in presenting a lesson, that the suggested procedures are not leading to the desired results, he should feel free to change his approach. No matter how carefully the lesson has been planned, it is impossible to anticipate with complete certainty the reactions of different classes. A lesson should be planned flexibly so that variations in procedure can be made if necessary. The instructor should be guided by the learning of the trainees rather than by the rigid execution of procedures outlined in the plan.
- b. The lesson plan will need constant revision. No two teaching situations are identical, and the instructor who repeatedly uses the same plan without revising it according to his experience will find that his teaching efficiency is lowered. Even in cases where lesson plans are reproduced by the unit in printed or mimeographed forms, the instructor should not hesitate to make notes in the plan which will adapt the plan to anticipated needs of the class.
- c. Lesson plans should be kept for future use in revising and improving instruction. The unit which keeps a complete file of lesson plans will find that instruction will become progressively better. The making of training plans will be facilitated, and instructors will have more time for other essential elements of preparation. If the unit needs to develop a testing program, the lesson plans on file will form a basis for the construction of tests.

Rehearsal of lesson.

- a. Desirable elements. In the rehearsal the instructor presents the lesson as completely as possible without the students present. If possible, the lesson should be rehearsed in a realistic situation. Rehearsals are usually necessary if the instructor uses assistants and/or extensive training aids, or conducts a demonstration.
- b. The following are elements of a desirable situation for the rehearsal:
 - (1) Physical setup should be as near as possible to that of the actual situation.
 - (2) Assistant instructors should be present and rehearse their duties as they would perform them during the actual lesson.
 - (3) Other interested persons should be present. They can provide constructive criticism on the various parts of the lesson.

c. Elements to check during a rehearsal. A properly conducted rehearsal of a lesson should enable the instructor to check on and revise if advisable:

- (1) Order of material presented.
- (2) Clarity of explanations.
- (3) Choice of words.
- (4) Rate and volume of speech.
- (5) Effectiveness of training aids.
- (6) Effectiveness of questioning.
- (7) Effectiveness of demonstration.
- (8) Coordination of work of assistant instructors.

5. Final Check. The instructor should provide himself and his assistants with sufficient time just before the instruction is to be given to get everything in readiness for the lesson. A check of these items should be made:

- a. Is the necessary equipment on hand?
- b. Is the physical set-up properly arranged? (Tables, chairs, benches, equipment, ventilation, lighting, etc.)
- c. Are all instructional materials for students' use at hand? (Reference materials, mimeographed materials, manuals, assignment sheets, work sheets, tests, etc)
- d. Are all assistants present and do they understand their duties?
- e. Have all the training aids been procured and properly arranged for?
- f. Does the instructor have his plan or notes for use during the lesson?

PLAN YOUR WORK AND WORK YOUR PLAN! "Today's Problems" must be planned "Yesterday."

ATTACHMENT A

POSSIBLE SUBDIVISIONS OF A LESSON PLAN

Lesson Plan Outline

I. PREPARATION

<u>Title:</u>	Subject to be presented.
<u>Objectives:</u>	What is to be achieved in this lesson?
<u>Type:</u>	Which methods will be used? Lecture, conference, etc.
<u>Time Required:</u>	Length of this lesson.
<u>Classes Presented to:</u>	Trainees to receive instruction.
<u>Tools, Equipment and Materials:</u>	Items needed by instructor for trainees in class.
<u>Personnel:</u>	Assistants needed.
<u>Training Aids:</u>	Training aids to be used during lesson.
<u>References:</u>	Where is the subject matter for this lesson found?
<u>Study Assignments:</u>	What should trainee study before coming to class?
<u>Trainee Uniform and Equipment:</u>	What should trainee bring to class and how should he dress?
<u>Transportation Requirements:</u>	Will transportation be needed?

STAT

II. PRESENTATION

<u>Introduction (Motivation)</u>	Give the trainees reasons for learning this lesson need. Why? What? How?
<u>NOTE:</u>	If some special technique is used to gain the attention of the class, such as demonstrations or skits, put it into your lesson plan as a NOTE.

- 2 -

Standards:

If specific standards are required in the lesson, tell the students what is expected of them.

Explanation and/ or Demonstration.

- a. All main points of the presentation should be designated (1), (2), (3), etc.
- b. When notes, training aids, questions, and other instructional procedures supplementary to the lesson are used, they are put into the plan as follows:

STAT

Question: What are the limitations

NOTE: Use chart #540.

Illustration: Draw circuit diagram on blackboard.

STAT

- c. If a demonstration is used,

(1) Outline in proper order the steps of the procedure.

(2) Include in the outline:

- (a) Questions to check understanding.
- (b) Notes on use of equipment.
- (c) Notes on safety precautions.

(3) Summary.

NOTE: Summary should be used here if the unit included application and/or examination. When the lesson includes only presentation and discussion stages, use the summary in the discussion stage.

(a) Review main points.

(b) Re-emphasize important items and safety precautions.

III. APPLICATION

a. Outline in detail

(1) Directions to students.

- 3 -

- (2) Arrangement of students, requirements and materials.
- (3) General plan for conduct of practical work.
- (4) Practical exercises.

b. Outline of instructors activities.

- (1) Supervision.
- (2) Procedures to be followed.
- (3) Safety precautions to be observed.

IV. EXAMINATION

- a. Written tests.
- b. Oral tests.
- c. Observation of trainee's work.

NOTE: This step will be covered in applicatory phase.

V. DISCUSSION AND/OR CRITIQUE

- a. Clarify points of difficulty which students may have had.
- b. Summarize the lesson.
 - (1) Recap points covered.
 - (2) Outline these main points in the plan.
- c. Close with a strong statement.

NOTE: A lesson which does not contain application or examination stages will number only those stages employed and omit the others. In the case of a lecture (which employs only the Presentation stage) the main divisions will be:

- 1. INTRODUCTION; 2. EXPLANATION; 3. SUMMARY

ATTACHMENT B

SAMPLE LESSON PLAN OUTLINE

INSTRUCTOR TRAINING COURSE

Title: _____ Time Required: _____

Objective (s): _____

References: _____

Training Aids: _____

Presentation: _____

Introduction (Motivation) _____ Time Required: _____

Explanation and/or Demonstration: _____ Time Required: _____

Application: _____ Time Required: _____

Examination: _____ Time Required: _____

Discussion and/or Critique _____ Time Required: _____

25X1

S-E-C-R-E-T

STUDENT SHEET FOR
EVALUATION OF INSTRUCTION

RATING SCALE

4	Superior
3	Excellent
2	Good
1	Fair
0	Unsatisfactory

LESSON TITLE: _____

DATE: _____

INSTRUCTOR: _____

STUDENT'S NAME: _____

RATING		REMARKS
Classroom	<u>Appearance:</u>	
Instructor	<u>Appearance:</u> Neatness	
	<u>Attitude:</u>	
	<u>Voice and Speech:</u>	
Students	<u>Attention, interest, reaction, participation:</u>	
Instruction	<u>Preparation:</u> adequacy	
	<u>Presentation:</u>	
	<u>Introduction:</u> clarity, completeness	
	<u>Explanation:</u>	
	<u>Demonstration:</u> effectiveness learning	
	<u>Application:</u> value	
	<u>Examination:</u> comprehensiveness	
	<u>Discussion and critique:</u> learning value	
	<u>Training aids:</u>	
Summary	<u>Unit of instruction necessary:</u>	
	<u>Lesson objective attained:</u>	
	<u>Principal strengths:</u>	
	<u>Principal weaknesses:</u>	

S-E-C-R-E-T

CHECKLIST FOR OBSERVATION OF INSTRUCTION

REMARKS

1. Classroom.

- a. Appearance. Was the room orderly?
- b. Lighting and ventilation. Was there adequate light and air?
- c. Seating arrangement. Could all students see the instructor and those training aids used for the instruction?
- d. Interest-destroying factors. Were there any features of the location which would distract the attention of the students or the instructor from the lesson itself?

2. Instructor.

- a. Appearance. Was he neat?
- b. Physical vitality. Was he energetic and full of enthusiasm for his subject and for the instruction?
- c. Voice. Was his voice clear and understandable? Forceful? Did he speak too rapidly or too slowly? Did he vary the tempo of his speech to fit the ideas he presented? Did he speak clearly?
- d. Bodily control. Did he use appropriate gestures? Did he have any distracting mannerisms?
- e. Direction of attention. Did he address his remarks to the class and not to the blackboard, chart, or to the windows or walls?

3. Students.

- a. Interest. Was there an active interest throughout the lesson? Did they appear to be attentive? Did they participate fully?
- b. Reactions to instruction. What were the students' reactions to the lesson (as evidenced by unsolicited comments or your informal observations)?
- c. Attitude toward instructor. Was the attitude toward the instructor satisfactory?

4. Instruction.

- a. Preparation.
 - (1) Did the instructor give evidence of being well prepared?
 - (2) Were teaching aids available for use?
- b. Presentation.
 - (1) Introduction.
 - (a) Do you feel that the introduction

REMARKS

aroused the interest of the pupils?

(b) Was the objective stated?

(c) Were the students informed as to what was expected of them during the instruction?

(d) Were the students informed as to the procedures to be followed in the instruction?

(2) Explanation (and/or discussion, demonstration).

(a) Do you think that this phase was clear and to the point?

(b) Do you think the instructor brought out the relationship of the new material with that which the student already knew?

(c) Was the instructional method used effective? If not, what would you suggest?

(d) Were questions asked by the instructor? Did the students ask questions?

(e) Were available training aids used?

(f) To what extent were the aids effective?

c. Application.

(1) Was enough time given to this stage of instruction?

(2) Do you feel the applicatory phase was effective? If not, why not?

(3) Were aids and other facilities used to best advantage?

(4) Were all students participating fully?

d. Examination.

(1) Were the students examined on the subject matter of the instruction?

(2) Was the testing method a satisfactory one?

e. Critique.

(1) Do you think it was well conducted?

(2) Were important points summarized?

(3) To what extent did students comment on the instructional methods used?

REMARKS

5. General.

- a. Do you feel the lesson objective was attained?
- b. What were the major strengths of the instructor?
- c. What were the outstanding features of the lesson?
- d. What were the major weaknesses of the instructor?
- e. What are the faults of the instructor you feel must be corrected?
- f. Do you think there was a proper distribution of time for the class instruction?

STAGES OF INSTRUCTION

1 PREPARATION

PLAN

2 PRESENTATION

TELL & SHOW

3 APPLICATION

DO

4 EXAMINATION

CHECK

5 DISCUSSION &
OR CRITIQUE

REVIEW

Consider
in your
estimate

EQUIPMENT, FACILITIES AND TRAINING AIDS
STATE OF TRAINING
TIME AVAILABLE
INSTRUCTORS NEEDED
MISSION
ANALYSIS OF SUBJECT
TRAINING CONDITIONS
EVERY PROBLEM ANTICIPATED

STEPS IN PLANNING THE LESSON

**MAKE AN ESTIMATE OF THE
INSTRUCTIONAL SITUATION**

SELECT AND ORGANIZE SUBJECT MATTER

MAKE A LESSON PLAN

REHEARSE

MAKE A FINAL CHECK

WHY HAVE A LESSON PLAN?

COVERAGE

SEQUENCE

PREPARATION INSURANCE

RECORD

METHOD

GUIDE

STAGES OF INSTRUCTION

PREPARATION
PRESENTATION
APPLICATION
EXAMINATION
DISCUSSION &
OR CRITIQUE

PLAN
TELL AND SHOW
DO
CHECK
REVIEW

STEPS IN PLANNING THE LESSON

MAKE AN ESTIMATE OF THE
INSTRUCTIONAL SITUATION

SELECT AND ORGANIZE SUBJECT MATTER

MAKE A LESSON PLAN

REHEARSE

MAKE A FINAL CHECK



EQUIPMENT, FACILITIES, AND TRAINING AIDS.

STATE OF TRAINING

TIME AVAILABLE

INSTRUCTORS NEEDED

MISSION

ANALYSIS OF THE SUBJECT

TRAINING CONDITIONS

EVERY PROBLEM ANTICIPATED

ATTACHMENT A

POSSIBLE SUBDIVISIONS OF A LESSON PLAN

Outline for Lesson Plan

I. PREPARATION

<u>Title:</u>	Subject to be presented.
<u>Objectives:</u>	What is to be achieved in this lesson?
<u>Type:</u>	Which methods will be used? Lecture, conference, etc.
<u>Time Required:</u>	Length of this lesson.
<u>Classes Presented to:</u>	Trainees to receive instruction.
<u>Tools, Equipment and Materials:</u>	Items needed by instructor for trainees in class.
<u>Personnel:</u>	Assistants needed.
<u>Training Aids:</u>	Training aids to be used during lesson.
<u>References:</u>	Where is the subject matter for this lesson found?
<u>Study Assignments:</u>	What should trainee study before coming to class?
<u>Students' Uniform and Equipment:</u>	What should trainee bring to class and how should he dress?
<u>Transportation Requirements:</u>	Will transportation be needed?

II. PRESENTATION

<u>Introduction (Motivation)</u>	State objectives; give the students reasons for learning this lesson. Why? What? How?
<u>NOTE:</u>	If some special techniques is used to gain the attention of the class, such as demonstrations or skits, put it into your lesson plan as a NOTE.

Standards:

Tell the students the standard of performance to be required of them.

Explanation and/or Demonstration:

a. All main points of the presentation should be designated (1), (2), (3), etc.

b. When notes, training aids, questions, and other instructional procedures to supplement the lesson plan are used, they are included in the plan as follows:

Question:

What are the limitations

NOTE:

Use chart #540.

Illustration:

Draw net diagram on blackboard.

Caution:

Example:

c. If a demonstration is used,

(1) Outline in proper order the steps of the procedure.

(2) Include in the outline:

(a) Questions to check understanding.

(b) Notes on use of equipment.

(c) Notes on safety precautions.

(3) Summary.

NOTE:

Summary should be used here if the unit included application and/or examination. When the lesson includes only presentation and discussion stages, use the summary in the discussion stage.

(a) Review main points.

(b) Re-emphasize important items and safety precautions.

III. APPLICATION

a. Outline in detail

(1) Directions to students.

(2) Arrangement of students, requirements and materials.

- (3) General plan for conduct of practical work.
- (4) Practical exercises.

b. Outline of instructor's activities.

- (1) Supervision.
- (2) Procedures to be followed.
- (3) Safety precautions to be observed.

IV. EXAMINATION

- a. Written tests.
- b. Oral tests.
- c. Observation of student's work.

NOTE: This step will be covered in applicatory phase.

V. DISCUSSION AND/OR CRITIQUE

- a. Clarify points of difficulty which students may have had.
- b. Summarize the lesson.
 - (1) Recap points covered!
 - (2) Outline main points in the plan.
- c. Close with a strong statement.

NOTE: A lesson which does not contain application or examination stages will number only those stages employed and omit the others. In the case of a lecture (which employs only the Presentation stage) the main divisions will be:

- 1. INTRODUCTION;
- 2. EXPLANATION;
- 3. SUMMARY

ATTACHMENT B

SAMPLE OUTLINE FOR LESSON PLAN

INSTRUCTOR TRAINING COURSE

Title: _____ Time Required: _____

Objective (s): _____

References: _____

Training Aids: _____

Presentation: _____

Introduction (Motivation) Time Required: _____

Explanation and/or Demonstration; Time Required: _____

Application: Time Required: _____

Examination: Time Required: _____

Discussion and/or Critique Time Required: _____

PROBLEM EVALUATION AND CONSTRUCTION SHEET

Elements of Operational Situation	Physical Capabilities	Capabilities of Students	What can be Done (Duplicate)

CHOOSE THE BEST METHOD

<u>Method of Instruction</u>	<u>Use It</u>	<u>Don't Use It</u>
1. LECTURE	<p>With other methods</p> <p>Supplemented by visual aids</p> <p>When many ideas have to be presented in a short time</p> <p>In summarizing large phases of instruction</p> <p>When presenting general or basic information</p>	<p>For material with many details</p> <p>For training in a skill</p>
2. DEMONSTRATION	<p>To show a manipulative operation or skill</p> <p>To clarify principles or theory</p> <p>To show use of equipment</p>	<p>When note-taking is required</p> <p>In place of practice</p>
3. PRACTICE (APPLICATION)	<p>To develop performance skill</p> <p>To help in retaining information</p>	<p>Unless it is supervised</p> <p>Until basic principles have been taught</p>
4. PROBLEM SOLVING Field Problem "Live Problem"	<p>To develop thinking habits</p> <p>To develop team performance</p> <p>To integrate all previous training</p> <p>To simulate actual conditions</p>	<p>Unless your training situation can simulate real conditions to be faced by the students</p> <p>As initial training</p>
5. DIRECTED STUDY Case Study Study Assignments	<p>To develop understanding</p> <p>To get diversified opinion</p> <p>To develop thinking habits</p> <p>To simulate actual conditions</p>	<p>To fill in time</p> <p>Unless it is supervised</p> <p>Unless your training situation can simulate real conditions to be faced by students</p>

6. DISCUSSION	To make students think	To fill in time
Directed Discussion	To emphasize factual material	Without a good leader
Conference	To warm up or review	In large classes
Panel	To give reasons	To present new material
Seminar	To get benefit of previous experience	In place of practice
	To get opinions and help	Unless people are already informed about subject
	To modify opinions	
	To develop understanding	As initial training
	To get acceptance	In place of practice

LESSON PLANNING APPLICATION - Assignment #2

Each student is required to prepare a lesson plan. The topic will be assigned by the Chief Instructor of the respective branch. The plan should follow the format of the example given in the reading material, "Lesson Planning." A typed original and three copies of the plan must be submitted to the Chief Instructor, ITC. Each student will present his lesson to the class. The lesson will be _____ minutes with _____ minutes allotted for the students' and instructors' evaluations. The ITC staff will notify the Chief Instructor of the respective branch of the scheduled time for the student's presentation. The Chief Instructor will assist in the evaluation.

The purpose of this assignment is to:

1. Acquaint the student with the uses of lesson plans and the construction and format of the lesson plan as it is used in this organization.
2. Give the student an opportunity to prepare a lesson plan.
3. Allow the student to present his plan before a group.
4. Evaluate other students and their lesson plans.
5. Give the student an opportunity to have others constructively evaluate his efforts for the purpose of improving his effectiveness before a group.
6. Recognize the assets and the shortcomings of student-instructors, so that the student will continue to improve as an instructor in his assignment.

The four copies of the lesson plan will be distributed as follows:

Original copy	- ITC instructor
Copy 2	- Student evaluator
Copy 3	- Student evaluator
Copy 4	- To be retained by the student

A schedule will be posted on the blackboard giving the order and the time of the presentations, and the student-evaluators for the lessons. All members of the class will evaluate each presentation as in Assignment #1.

-2-

The persons assigned to evaluate will:

1. Evaluate presentations following the same procedure as was used in the first assignment. A different evaluation form and a guide for its use will be provided for this purpose.
2. Comment before the class on the instructor's ability to follow the lesson plan.

Each instruction will be recorded with a playback at a scheduled time of the following week. At the time of playback the student will have the evaluation sheets. An instructor will be present to answer any questions which may arise.

Aids secured from the students' assigned branch may be used. Instructional Services Staff cannot be utilized to prepare an aid for the lesson.

The technician who will make the recording will give a "three-minutes-to-go" warning sign to each student and will stop recording at the end of the allotted time.

An instructor will assist any student in the preparation of his instruction during the scheduled time for lesson planning.